

**THE CORRELATION BETWEEN REPORTED SPEECH MASTERY  
AND SPEAKING ABILITY OF THE SECOND YEAR STUDENTS  
OF SMKN 1 PEKANBARU**



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1432 H/2011 M**

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A Thesis

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Pekanbaru, May 11, 2011  
The Writer,

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## **ABSTRACT**

**Zelly Putriani (2011): “The Correlation between Reported Speech Mastery and Speaking Ability of the Second Year Students of SMKN 1 Pekanbaru”.**

This research is a correlational research. It is conducted to find out the significant correlation between reported speech mastery and speaking ability of the second year students of SMKN 1 Pekanbaru. On the writer study, the students were found difficult to express their ideas in speaking. There were two variables used in this research. The first is X variable (students' reported speech mastery) and the second is Y variable (students' speaking ability). The subject of this research was the second year students' of SMKN 1 Pekanbaru while the object of this research was reported speech mastery and speaking ability.

The instruments used in this research were tests. For reported speech mastery, the writer used written test in the form of multiple choice. In the multiple choice completion, the writer provided the student with incomplete sentences followed by four multiple-choice options for completing the sentence. Then, for speaking ability, the writer provided picture-cued story-telling with direct speech to test the students' oral production.

The population of the research was 85 students. Then, in taking the sample, the writer employed total sampling technique. So, the sample for the research should be 85 students. But, due to several reasons, only 76 students could participate in this research.

By using product moment formula through SPSS 17.00 in analyzing the data, the writer found that the  $r$  null was 0.517 and the  $r$  table was 0.226 at the level of 5% and 0.294 at the level of 1%. In other words, the  $r$  null is higher than the  $r$  table either at the level of 5 % or 1% ( $H_0$  is rejected and  $H_a$  is accepted). It means that there is a significant correlation between reported speech mastery and speaking ability. Furthermore, the writer also found that the reported speech mastery's influence in speaking ability was 26.73%. In conclusion, the speaking ability of the second year students of SMKN 1 Pekanbaru was determined by their mastery in reported speech. It was 26.73%. Then, the other 73.27% was influenced by other factors.

## ABSTRAK

**Zelly Putriani (2011): "Hubungan antara Penguasaan Reported Speech dan Kemampuan Berbicara Siswa Kelas Dua SMKN 1 Pekanbaru".**

Penelitian ini merupakan penelitian korelasional. Penelitian ini bertujuan untuk mengetahui hubungan yang significant antara penguasaan reported speech dan kemampuan berbicara siswa SMKN 1 Pekanbaru. Dalam penelitian penulis, para siswa ditemukan kesulitan untuk mengekspresikan ide mereka saat berbicara. Ada dua variabel yang digunakan dalam penelitian ini. Yang pertama adalah variabel X (penguasaan reported speech siswa) dan yang kedua adalah variabel Y (kemampuan berbicara siswa). Subjek penelitian ini adalah siswa kelas dua SMKN 1 Pekanbaru, sedangkan objek penelitian ini adalah penguasaan reported speech dan kemampuan berbicara.

Instrumen yang digunakan dalam penelitian ini adalah tes. Untuk penguasaan reported speech, penulis menggunakan tes tertulis dalam bentuk pilihan ganda. Dalam tes pilihan ganda, penulis menyediakan siswa dengan kalimat tidak lengkap yang diikuti dengan empat pilihan untuk melengkapi kalimat tersebut. Kemudian, untuk kemampuan berbicara, penulis menggunakan picture-cued story-telling yang diikuti oleh direct speech untuk mengetahui produksi lisan para siswa.

Populasi penelitian berjumlah 85 orang siswa. Kemudian, dalam pengambilan sampel, penulis menggunakan teknik total sampling. Sampel untuk penelitian seharusnya berjumlah 85 siswa. Tapi, karena beberapa alasan, hanya 76 siswa yang dapat berpartisipasi dalam penelitian ini.

Dengan menggunakan rumus product moment melalui SPSS 17.00 untuk menganalisis data, penulis menemukan bahwa  $r$  null adalah 0,517 dan  $r$  tabel adalah 0,226 pada tingkat 5% dan 0,294 pada tingkat 1%. Dengan kata lain,  $r$  null lebih besar dari pada  $r$  tabel baik pada tingkat 5% atau 1%. ( $H_0$  ditolak dan  $H_a$  diterima). Ini berarti bahwa ada hubungan yang signifikan antara penguasaan reported speech dan kemampuan berbicara. Selanjutnya, penulis juga menemukan besarnya pengaruh penguasaan reported speech dalam kemampuan berbicara para siswa dalam menceritakan kembali cerita adalah 26,73%. Dapat disimpulkan bahwa, kemampuan berbicara siswa kelas dua SMKN 1 Pekanbaru ditentukan oleh penguasaan reported speech mereka. Besar pengaruhnya adalah 26,73%. Kemudian, 73,27% lainnya dipengaruhi oleh faktor-faktor yang lain.

زيلي فتراني (2011): "إرتباط بين إستيعاب Reported Speech ومهارة التكلم عند التلاميذ الصف الثاني بمدرسة المتوسطة المهنية الحكومية 1".

هذا البحث هو البحث الإرتباطية. أهداف هذا البحث ليعرف إرتبط هام بين او هما استيعاب Reported Speech ماهارة التكلم عند التلاميذ بمدرسة المتوسطة المتوسطة المهنية الحكومية 1. في هذا البحث تجد الكاتبة المشكلة في تواصل رأيهم عند ال تكلم . توجد المغيرتان في هذا البحث وهما مستغير Reported Speech ومستغير Y (مهارة التكلم) اما مبحوث هذا البحث تلاميذ الصف الثاني بمدرسة المتوسطة المهنية الحكومية 1 باكن بارو و موضعه استيعاب Reported Speech ومهارة التكلم.

يستقدم هذا البحث ادوات الإختبار. في استيعاب Reported Speech الكاتبة الإختبار الكتابي على وجه متعدد الاختبار, تستقدم الكاتبة الكلام غير الكامل باستمرار اربع اختيارات لتكمل الكلام. ثم لمهارة التكلم تستقدم الكاتبة - picture-cued story-telling direct speech ليعرف oral production تلاميذ.

المجتمع في هذا البحث 85 تلاميذ. ثم في تأخذ العينة تستقدم الكاتبة total sampling technique فلها العينة هذا البحث 85 تلاميذ بل بسبب المختلفة فعينة هذا 76 تلاميذ.

0.517 r null SPSS 17.00 product moment  
r r null .%1 0.294 %5 0.226 r tabel  
tabel %5 %1 (H<sub>a</sub> H<sub>o</sub>). على هذا المفهم يجد ارتباط هام  
بين استيعاب Reported Speech ومهارة التكلم. ثم تجد الكاتبة ان استيعاب Reported Speech تؤثر مهارة التكلم 26.73%. فالخلاصة تؤثر مهارة التكلم التلاميذ الصف الثاني بمدرسة المتوسطة المهنية الحكومية 1 باكن بارو استيعاب Reported Speech. اثرها 26.73 % 73.27 % اخر تؤثرها العوامل الأخرى.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Speaking is a productive skill used in the oral sense. It has many elements binding it around. It seems like the other skills, more complicated than it looks at first and involves more than just pronouncing words. Comprehension, structure, listening, vocabulary, reading are some instances to push someone to achieve the goal of successful speaking.

Mentioned by Richards and Renandya, speaking is the central element in communication.<sup>1</sup> It occurs and does a very crucial role in the way people express thoughts, feelings and even share information. On the other hand, speaking underlies the communication.

In SMKN 1 Pekanbaru, teaching learning process follows the rules of competency based curriculum. The four language skills; speaking, reading, listening, and writing are mixed together in one provided lesson. They are taught integrately by teachers. Yet, referring to the label school as vocational school which demands employees, makes speaking becomes the foremost. The spoken language is the most teaching priority there. Therefore, all materials for teaching should have communicative objectives. Besides, it is also to dare students to face the real business work. The students are hoped to be able to use their English to communicate, interact and make business relations after

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<sup>1</sup>Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. (United States of America: Cambridge University Press, 2008), p. 210

school. This is suitable to what linguists such as Brown and Yule said in explaining language. They mentioned that, “.....*the primary function of spoken language is to interact, to establish and to maintain social relationship.*”<sup>2</sup>

Learners played an important role in determining their success in speaking activities. But, what should the learners do to their success? That is the question. Many times fluency becomes the single criterion for people to measure someone's ability in mastering the language. A lot of people argue that people who can speak fluently are the good speakers. Kang Shumin in Richards and Renandya clarifies the components underlying speaking effectiveness. There are four competences need to be possessed. They are grammatical, discourse, sociolinguistic, and strategic competence.<sup>3</sup> For this case, Emilia NH et al supports Kang Shumin. Actually, speaking can not stand alone as a skill which determines someone's success in communication, many other skills will get involve. It includes learners in the mastery of a wide range of sub-skills, added together, constitute and overall competence in the spoken language.<sup>4</sup> Next, Richards and Renandya specified that grammar mastery will enable speakers to use and understand English-language structures accurately and unhesitatingly, and then contributes to speakers' fluency.<sup>5</sup>

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<sup>2</sup>Gillian Brown, and George Yule. *Teaching the Spoken Language*. (United Kingdom: Cambridge University Press.,1999), p. 23

<sup>3</sup>Jack C. Richards and Willy A. Renandya. *loc.cit.*, pp. 206-208

<sup>4</sup>Jo McDonough and Christopher Shaw. *Materials and Methods in ELT: A Teacher's Guide: Second Edition*. (United States of America: Backwell Publishing, 2003), p. 133

<sup>5</sup> Jack C. Richards and Willy A. Renandya. *op.cit.*, p. 207



In SMKN 1 Pekanbaru, not all of the grammar lessons are taught. Based on the writer's observation, reported speech becomes the most often grammar lesson taught there. Reported speech is taught in term of communication standard in its competency. It is taught from the first year, and is repeated again at the second year. It is a mastery of retelling one's opinion or someone's talk to another person.<sup>6</sup> By mastering reported speech, learners are expected to be able to reproduce people's saying and help their fluency in speaking. Ideally, students in SMKN 1 can speak English well.

But, on preliminary study, the writer found some of the students were still not able to speak English. As matters of facts, they were difficult to express their ideas. They did many pauses while delivering their ideas and could not retell what other people said to them. They got stuck in saying their ideas.

Actually, the phenomena for speaking difficulties in SMKN 1 Pekanbaru were probably due to a several causes. It could be from learners' mastery, materials, teaching strategies, etc. But, referring to the above, the writer was very interested in conducting a research entitled: **“THE CORRELATION BETWEEN REPORTED SPEECH MASTERY AND SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMKN 1 PEKANBARU.”**

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<sup>6</sup>Slamet Riyanto, Leila NH, and Emilia NH. *A Complete Grammar for TOEFL Preparation*. (Yogyakarta: Pustaka Pelajar, 2009), p. 223

## **B. Reason for Choosing the Title**

The writer is interested in conducting this research because of some reasons:

1. Speaking is the most priority teaching in SMKN 1 Pekanbaru.
2. Reported speech is often taught in SMKN 1 Pekanbaru that is at the first and the second year students.
3. Speaking ability is determined many factors. One of them is grammar mastery. Since reported speech is part of grammar, the writer wanted to know how significant the correlation between reported speech mastery and speaking ability in SMKN 1 Pekanbaru.

## **C. The Problem**

### **1. The Identification of the Problem**

Based on the background of the problem, the writer identifies some problems as follows:

- a. How is students' reported speech mastery of the second year of SMKN 1 Pekanbaru?
- b. How is students' speaking ability of the second year of SMKN 1 Pekanbaru?
- c. How is students' ability in retelling story and people's saying?
- d. What makes the students have low speaking ability?
- e. What factors influence students' reported speech mastery?

- f. Is there any significant correlation between reported speech mastery and speaking ability?

## **2. The Limitation of the Problem**

In this research, the writer focuses on the correlation between reported speech mastery and speaking ability in retelling story of the second year students of SMKN 1 Pekanbaru.

## **3. The Formulation of the Problem**

Referring to the identification of the problems above, the problems of this research can be formulated into the following research questions:

- a. How is the reported speech mastery of the second year students of SMKN 1 Pekanbaru?
- b. How is the speaking ability of the second year students of SMKN 1 Pekanbaru?
- c. Is there any significant correlation between reported speech mastery and speaking ability of the second year students of SMKN 1 Pekanbaru?

## **D. The Objectives and the Needs of the Research**

### **1. The Objectives of the Research**

- a. To find out the reported speech mastery of the second year students of SMKN 1 Pekanbaru.

- b. To find out the speaking ability of the second year students of SMKN 1 Pekanbaru.
- c. To find out whether there is correlation between reported speech mastery and speaking ability of the second year students of SMKN 1 Pekanbaru or not.

## **2. The Needs of the Research**

- a. To provide readers, students, and teachers with the information about reported speech and speaking ability.
- b. To help and aware students in learning reported speech and speaking.
- c. To help and aware teachers in teaching reported speech and speaking.

## **E. Definition of the Terms**

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms used in this research as follows:

### **1. Speaking ability**

Shaw and partner mentioned this term in the reason of speaking to a skill which enables someone to produce utterances, desire and purpose-driven, to achieve a particular end.<sup>7</sup> But, in this research, the writer defines it to more than just producing utterances. It covers people's skill in conveying ideas, delivering message and presenting thought and feeling to others.

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<sup>7</sup>Jo McDonough and Christopher Shaw. *loc. cit.*, p. 134

## 2. Reported speech

Lexically, it is the style of speech or writing.<sup>8</sup> Then, according to Azar, it is the reproducing of the idea of another person's words and not all of the exact words are used".<sup>9</sup> In this research, the writer concluded it to the repeating words or sentences spoken by other people without using the same words as the owner of the saying.

## 3. Reported clause

Referring to Eravelly and friends, reported clause is a clause beginning with **that** to report a statement or someone's opinion. Added by Amin and friends, reported clause is a clause beginning with **if** and **whether** to report someone's query or a question which has yes or no as its answer<sup>10</sup>.

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<sup>8</sup>Pearson Longman. *Longman Advanced American Dictionary: The Dictionary for Academic Success: New Edition*. (United States of America: Pearson Education Limited, 2008), p. 1342

<sup>9</sup>Betty Schramper Azar. *Fundamentals of English Grammar: Second Edition*. (New Jersey: Prentice Hall, 1992), p. 366

<sup>10</sup>A. Amin, R. Eravelly, F.J. Ibrahim. *Grammar Builder: A Grammar Guidebook for Students of English 5*. (New York: Cambridge University Press, 2008), pp. 146-147

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Framework

##### 1. The Nature of Speaking Ability

Speaking becomes the most important skill for lots of people. They often measure the ability of mastering the language by speaking fluently. It can be also known from Kalayo and Fauzan's overview on his opening speech in explaining teaching speaking. He writes:

“Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.”<sup>11</sup>

But, what speaking exactly is can be understood from Ur's statement. She utters, learning the language needs element such speaking. Moreover, it is depicted as the people's capability in expressing ideas or conveying the messages to others. In addition, speaker must be able to make other people understand his or her saying. If the other people can capture the point from speaking, it means that he or she has done a good communication. Speaking is a tool of communication which becomes the most significant element in teaching as well. Besides, speaking is an activity of presenting thought or ideas in spoken language. In the four English skills,

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<sup>11</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 101

speaking appears as the most importantly intuitive one: people who know language are referred to as ‘speaker’ of that language and the people who do not know the language is as foreign language learners.<sup>12</sup>

Then, language learners also should know the parts or areas of knowledge involved in speaking. According to Kalayo and Fauzan, there are three areas of that knowledge. The first is mechanics. It is on how we use the right words in the right sequence with the correct pronunciation. So, it includes pronunciation, grammar, and vocabulary. The second is function. It includes transaction and interaction. The last is social and cultural rules and norms. It is the understanding to take into account who is speaking to whom, in what circumstances, about what, and for what reason. Turn-taking, rate of speech, length of pauses between speakers, and relative roles of participants does include in social and cultural rules and norms.<sup>13</sup>

Speaking relates to communication. As a consequence to achieve a successful communication, we have to improve our speaking ability. Referring to Richards and Rodgers in McDonough and Shaw, communicative view of language has four characteristics;

1. Language is a system for the expression of meaning
2. The primary function of language is for interaction and communication
3. The structure of language reflects its functional and communicative uses
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.<sup>14</sup>

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<sup>12</sup>Penny Ur. *A Course in Language Teaching: Practice and Theory*. (New York: Cambridge University Press, 1991), p. 120

<sup>13</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari, *loc. cit.*, p. 101

<sup>14</sup>Jo McDonough and Christopher Shaw, *loc. cit.*, p. 135

According to Harmer, there are two elements of speaking that we should pay attention to have a good ability to speak fluently. They are:

1. Language features consist of first, connected speech. In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). Second, expressive devices that consist of pitch and stress of particular and non-verbal (paralinguistic). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Therefore, students are able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators. Third, lexis and grammar that supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking context such as a job interviewer, the teacher can prime them, in the same way with certain useful phrases which they can produce at various stages of an interaction. Fourth, negotiatory language that effective speaking benefits from the negotiatory of what we are saying.
2. Mental/social processing consists of first, language processing that involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. Second, interacting with others that speaking involves a good deal of listening, an understanding of how the other participants are feeling, and



knowledge of how linguistically to take turns or allow others to do so. Third, information processing that the teacher needs to be able to process the information. The longer it takes for “the plenty to drop” the less effective, the teacher as instant communicators. However, it should be remembered this instant response is very culture-specific, and is not prized by speakers in many other language communities.<sup>15</sup>

By using speaking elements from Harmer, Yusnita in her project paper can define and conclude speaking into the activities of expressing or conveying someone’s ideas with various based on function toward interaction and management. It includes the two big elements mentioned by Harmers (language features and mental or social processing).<sup>16</sup>

In speaking activities, there are some skills of speaking that could be considered namely:

1. Micro skills
  - a. Produce differences among English phonemes and allophonic variants.
  - b. Produce chunks of language of different lengths.
  - c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and information contours.
  - d. Produce reduced forms of words and phrases.
  - e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
  - f. Produce fluent speech at different rates of delivery.
  - g. Monitor one’s own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
  - h. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.

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<sup>15</sup>Jeremy Harmer. *The Practice of English Language Teaching:Third Edition*. (England: Pearson Education, 2001), pp. 269-271

<sup>16</sup>Sy. Yusnita. “Improving Students’ Speaking Skill by Using Information Gap at Grade XII Accounting 3 of State Vocational School 1 Pekanbaru”. (Padang: State University of Padang, 2009), p. 11

- i. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
  - j. Express a particular meaning in different grammatical forms.
  - k. Use cohesive devices in spoken discourse.
2. Macro skills
- a. Appropriately accomplish communicative functions according to situations, participants, and goals.
  - b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, and conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
  - c. Convey links and connections between events and communicate such relation as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
  - d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
  - e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.<sup>17</sup>

Next, in evaluating students' speaking skill, Brown suggests some forms as follows:

- a. Grammar
- b. Vocabulary
- c. Comprehension
- d. Fluency
- e. Pronunciation<sup>18</sup>

Then, Adams and Frith in Hughes explain those five items as follows:

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<sup>17</sup>H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (San Francisco, California: Longman, 2003), p. 142

<sup>18</sup>*Ibid.*, p. 157

#### Accent:

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3. "Foreign accent" require concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign accent" and occasional mispronunciation that do not interfere with understanding.
5. No conspicuous mispronunciation, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of "foreign accent".

#### Grammar:

1. Grammar almost entirely inaccurate except in stock phrases.
2. Contrast errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

#### Vocabulary:

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary permits discussion of any nontechnical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

#### Fluency:

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

5. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

Comprehension:

1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
4. Understands quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.<sup>19</sup>

In conclusion, speaking skill is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. There are five components of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension) that must be considered and each of them is correlated each other.

## 2. The Nature of Reported Speech

From the word 'reported' in reported speech, people may easily guess what reported speech is. Many experts define it in different ways. Slamet Riyanto et al clarify reported speech as indirect speech. It is used if we want to retell one's opinion or someone's talk to another person.<sup>20</sup>

Similarly, Lado states that reported speech is as sentence said to report

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<sup>19</sup>Arthur Hughes. *Testing for Language Teachers: Second Edition*. (United Kingdom: Cambridge University Press, 2003), pp. 131-132

<sup>20</sup>Slamet Riyanto, Leila NH, and Emilia NH., *loc. cit.*, p. 223

speaker's words to other people.<sup>21</sup> Supporting the ideas of Slamet and Lado, M. Solahudin describes reported speech into a repetition sentence from direct speech conveyed by other people. In addition, he also says reported speech as one of methods to help people to speak English well.<sup>22</sup> Does in the same idea to the above, Panca Prastowo analyzes reported speech into the use of people's saying to be re-spoken to other listener. Then, he adds that imitating someone's speaking is a process in retelling the saying.

In brief, reported speech is the speech spoken by other people who are not the owner of that saying. Then, the saying is repeated.

In repeating or reporting someone's saying people should not use the same words as the owner. Fuchs and Bonner warn that we have to repeat or report what a speaker said without the exact word and use no direct quotation.<sup>23</sup> Further, having no direct quotation marks or indirect quotation becomes one of the features of reported speech itself. Langan gives comment about indirect quotation such the following, "...a rewording of someone else's comments, rather than a word-for-word direct quotation, the word that often signals an indirect quotation. Quotation marks are not used with indirect quotation."<sup>24</sup>

Richards and partner add more about the features of reported speech.

That is *that clause*. They state that we can use a sentence that includes a

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<sup>21</sup>M.J. Lado. *Mastering English Grammar and Idioms*. (Jakarta: Titik Terang, 1986), p. 46

<sup>22</sup>M. Solahudin. *Cuma 4 Minggu Jago Cas Cis Cus Bahasa Inggris: Metode Pintar Speaking Untuk Pelajar SMP, SMA, Mahasiswa, dan Umum*. (Jogjakarta: Diva Press, 2009), p. 159

<sup>23</sup>Marjorie Fuchs and Margaret Bonner. *Focus on Grammar 4: An Integrated Skills Approach: Third Edition*. (United States of America: Pearson Longman, 2006), p. 370

<sup>24</sup>John Langan. *English Skills: Seventh Edition*. (New York: McGraw-Hill, 2001), p. 531

reporting/reported clause (*that*) to report someone says, thinks, believes, and so forth. They remind that the use of reported clause *that* is optional.<sup>25</sup> It is also similar as what Murphy, Amin et al said about whether leaving out the ‘that’<sup>26</sup> or using the ‘that’<sup>27</sup>. Both are possible and justifiable. But, Murphy in his book explains that the ‘that’ or ‘reported clause’ is often used to present information that we have read or heard about someone else.<sup>28</sup>

Next, in reported speech, Panca also pays attention to *reporting* and *reported verb*. He claims that those two verbs (reporting and reported verb) are different. *Reporting verb* is defined as part of sentence which reports something while *reported verb* is a part of sentence which is reported.<sup>29</sup> For instance:

<u>She asked me</u>	<u>if he had left a message for her.</u>
<i>Reporting part/clause</i>	<i>Reported part/clause</i>

The *reporting verb* is ‘asked’ and the *reported verb* is ‘had left’.

Moreover, Reporting clause sometimes has object. But, if reporting clause is not followed by object, it should mean *me* as the object. It is what Solahudin said.<sup>30</sup>

The most important thing is on how to form reported speech. There are some changes should be noticed in it. M. Solahudin comprises it become

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<sup>25</sup>Jack C. Richards and Chuck Sandy. *Passages: Student's Book 2: Second Edition*. (New York: Cambridge University Press, 2008), p. 29

<sup>26</sup>Raymond Murphy. *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Students of English: Third Edition*. (United Kingdom: Cambridge University Press, 2007), p. 94

<sup>27</sup>A. Amin, R. Eravelly, and F.J. Ibrahim, *loc. cit.*, p. 146

<sup>28</sup>*Ibid.*, p. 147

<sup>29</sup>Panca Prastowo. *Pintar Mengolah Kalimat (Sentence) Bahasa Inggris*. (Jogjakarta: Tunas Publishing, 2009), p. 180

<sup>30</sup>M. Solahudin, *loc. cit.*, p. 163

three big changes. They are namely pronouns changes, adverb changes, and tense changes.<sup>31</sup>

The first is pronouns changes. Solahudin tells some pronouns to be changed in reported speech. They are like *I, me, my, mine* and *myself* which are suited to subject, then *you, your, yours*, and *yourself* which are suited to object. He also states that all changes are suited with the context of sentence.<sup>32</sup> By using different way of writing, Panca Prastowo tells the changes of pronouns to the list in appendix 1.

The second is adverb changes. It is same as changes in pronouns; the context of sentence should be adjusted to the changes. The followings are the list of adverb changes listed by Solahudin.

**Table II.1**  
**The Change of Adverbs**

No	Direct/Quoted Speech	Indirect /Reported Speech
1	Now	Then
2	Yesterday	The day before
3	Last night	The night before
4	Last week	The week before
5	Last Monday	The Monday before
6	Three days ago	Three days before
7	Two years ago	Two years before
8	Today	That day
9	Tomorrow	The following day, the next day
10	Next month	The following month
11	Next week/year	The following week/year
12	Here	There
13	This	That
14	These	Those <sup>33</sup>

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<sup>31</sup>*Ibid.*, pp. 159-164

<sup>32</sup>*Ibid.*, p. 159

<sup>33</sup>*Ibid.*, p. 160

Based on the above list, we can make a reported speech sentence and change the adverb.

e.g Mary told John: “My father warned me *last night*.”  
 Mary told John that her father had warned her *the night before*.  
 (The sample is taken from M.J. Lado)<sup>34</sup>

The last is tenses changes. According to Murphy, the changes of tenses usually happened if the main clause or reporting verb uses past tense.<sup>35</sup> Then, to know the changes of each tense, M. Solahudin provides 14 tenses followed by its shifts as follows:

#### **Direct Speech**

Simple present  
 Present continuous  
 Present perfect  
 Present perfect continuous  
 Simple past  
 Past perfect continuous  
 Simple future

#### **Indirect Speech**

simple past  
 past continuous  
 past perfect  
 past perfect continuous  
 past perfect  
 past perfect continuous  
 past future<sup>36</sup>

For getting a clear and easy understanding about the tense changes above, Panca provides the below examples.

**Table II.2**  
**The Samples of Adverb Changes**

No	Quoted Speech	Reported Speech
1	He said, “The wild girl goes.”	He said (that) the girl went.
2	He said, “The wild girl is going.”	He said (that) the girl was going.
3	He said, “The wild girl has gone.”	He said (that) the girl had gone.
4	He said, “The wild girl has been going.”	He said (that) the girl had been going.
5	He said, “The wild girl was going.”	He said (that) the girl had been going.
6	He said, “The wild girl will go.”	He said (that) the girl would go.” <sup>37</sup>

<sup>34</sup>M.J. Lado, *loc. cit.*, p. 48

<sup>35</sup>Raymond Murphy. *loc. cit.*, p. 94

<sup>36</sup>M. Solahudin, *loc. cit.*, pp. 161-162

<sup>37</sup>Panca Prastowo, *loc. cit.*, pp. 181-182



For the additional notification, Fuchs and Bonner also say that modals are also changed in reported speech. Such as; *will* becomes *would*, *can* becomes *could*, *may* becomes *might*, *must* becomes *had to*.<sup>38</sup>

The above is not the all of reported speech's rules. There are still many rules should be regarded. In Panca's book, he states clearly that tenses in reported speech have no changes if the reporting verb is in present and future. The changes only occurred at the subject and auxiliary verb.<sup>39</sup>

Next, for general truth, there is no change in tenses. It should be as it is as stated in its direct form.

e.g., The direct speech is *Your little brother said, "The sun sets in the west."* Then, the reported speech should be *Your little brother said that the sun sets in the west.*<sup>40</sup>

The above case is also explained by Azar who notes that, ".....sometimes the present tense is retained even in formal English when the reported sentence deals with a general truth."<sup>41</sup> Fuchs and Bonner also have the same idea to the above. Something that was just said, something that is true, general truth or scientific law, will have no change in tenses.<sup>42</sup> Furthermore, past modals, past perfect, present and past unreal conditional will also receive no change.<sup>43</sup>

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<sup>38</sup>Marjorie Fuchs and Margaret Bonner, *loc. cit.*, p. 382

<sup>39</sup>Panca Prastowo, *loc. cit.*, p. 184

<sup>40</sup>M. Solahudin, *loc. cit.*, p. 162

<sup>41</sup>Betty Schramper Azar. *Understanding and Using English Grammar: Second Edition*. (New Jersey: Prentice Hall Regents, 1989), p. 275

<sup>42</sup>Marjorie Fuchs and Margaret Bonner, *op. cit.*, p. 371

<sup>43</sup>*Ibid.*, p. 382

Then, if we are reporting a finished situation, we must use a past verb. But, it is not always necessary to change the verb in reported speech if we report something and the situation haven't changed.

e.g., Paul said, "My new job *is* very interesting." becomes Paul said that his new job *is* very interesting.

The verb hasn't change because the situation (Paul's Job) is still interesting.<sup>44</sup> It is also corroborated by Amin and friends, they said that if a statement is true at the time of speaking (direct speech) and reporting (indirect speech), no need to change the tense of the verb.<sup>45</sup>

Due to many sentences have their own way in forming the reported speech, knowing reported speech in different sentences is required.

In interrogative sentence, WH Question (what, where, why, when, who, and how) are followed by subject.<sup>46</sup> Then, quotation marks or question mark is not used in reported speech.<sup>47</sup> In reported question we have to end the sentence with a period and we may not end it with a question mark.<sup>48</sup> WH question in direct/quoted speech is also repeated. Question which is reported is changed into positive. If direct question does not use question words and only stated in yes-no question, so the word *whether* or *if* should

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<sup>44</sup>Raymond Murphy, *loc. cit.*, p. 94

<sup>45</sup>A. Amin, R. Eravelly, and F.J. Ibrahim, *loc. cit.*, p. 79

<sup>46</sup>M. Solahudin, *loc. cit.*, p.168

<sup>47</sup>A. Amin, R. Eravelly, F.J. Ibrahim. *Grammar Builder: A Grammar Guidebook for Students of English 4*. (New York: Cambridge University Press, 2008), p. 82

<sup>48</sup>Marjorie Fuchs and Margaret Bonner, *loc. cit.*, p. 405

be used in reported question as companion between reporting part and reported part.<sup>49</sup>

e.g., *Jeff said to us, "When did the match end?"* is changed to be *Jeff asked us when the match had ended.*

Then, Fuchs and Bonner note a warning alerting the word order of reported question as follows:

**"BE CAREFUL! If a direct question about the subject has the form question word +be+ noun, then the indirect question has the form question word + noun +be."**<sup>50</sup>

e.g., *She asked, "Who is the boss?"* becomes *She asked who the boss was.*

(**Not** I asked who ~~was the boss~~).<sup>51</sup>

The next sentence is imperative. According to Slamet Riyanto, imperative sentence in reported speech should use *to* and *not to*. *To* is utilized to positive imperative, and *not to* be used for negative imperative.

e.g., *"Come here, please", tom asked* becomes *Tom asked her **to** come there.* (positive imperative)

*"Don't go out"* becomes *Mr. Simon told me **not to** go out.*<sup>52</sup>

(Negative imperative)

Further, Panca declares the scope of imperative reported speech in five classes. They are *precept* (perceived by the utilizing of word advised), *entreaty* (perceived by the utilizing of word begged), *command* (perceived by the utilizing of word ordered, commanded, etc), *request* (perceived by

<sup>49</sup>M.J. Lado, *loc. cit.*, p.50

<sup>50</sup>Marjorie Fuchs and Margaret Bonner, *loc. cit.*, p. 405

<sup>51</sup>*Ibid.*,

<sup>52</sup>Slamet Riyanto, Leila NH and Emilia NH, *loc. cit.*, p. 224

the utilizing of word asked), *prohibition* (perceived by the utilizing of word forbade).<sup>53</sup> In exclamatory sentence Panca states that the word 'said' has to be changed to be 'exclaimed'. The change made is to indicate exclamatory.<sup>54</sup> Then, for exclamatory, invitation which is commonly begun by *let's*, the reported speech is changed.<sup>55</sup> The following is the samples for them.

e.g., *She said, "Hurrah! My boyfriend has come."* Then, it is shifted to *She exclaimed with joy that his boyfriend has come.*<sup>56</sup> (Common exclamatory)

*They said, "Let's stop now."* becomes *They suggested stopping than.*<sup>57</sup> (Exclamatory in invitation)

In optative sentence Panca gives the following example to explain the shift of reported speech. E.g., *He said to Joko, "God bless you, my friend."* Becomes *He prayed that God would bless Joko, his friends.*

The word said in the above is changed to be prayed. The change made is to indicate optative.<sup>58</sup> Besides the form of reported speech stated above, M. Solahudin still explains the exceptions for it.

e.g., *He said, "Thank you."* becomes *He thanked me.*

*Mr. Andrew said, "Good Morning."* becomes *Mr. Andrew greeted me.*

*They said, "Congratulation."* becomes *They congratulated me.*

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<sup>53</sup>Panca Prastowo, *loc. cit.*, p. 188

<sup>54</sup>*Ibid.*, pp. 193-194

<sup>55</sup>M. Solahudin, *loc. cit.*, p. 174

<sup>56</sup>Panca Prastowo., *op. cit.*, p. 192

<sup>57</sup>*Ibid.*, p. 175

<sup>58</sup>*Ibid.*, pp. 193-194

*She said, "Liar." becomes She call me a liar.*

*He said, "Damn." becomes She swore. (Adopted from M. Solahudin)<sup>59</sup>*

### 3. The Relationship between Reported Speech and Speaking Ability

Speaking is one of the central elements of communication.<sup>60</sup> Speaking involves learners in the mastery of a wide range of subskills, which, added together, constitute an overall competence in the spoken language.<sup>61</sup> Kang Shumin in his writing clarifies about the components underlying speaking effectiveness. They are grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Grammatical competence enables speakers to use and understand English-language structures accurately and unhesitatingly, which contributes to speakers' fluency.<sup>62</sup> It is also supported by some experts like Richards, Platt and Weber. They all declare that communicative competence should include: a knowledge of the grammar and vocabulary of the language, knowledge of rules of speaking, knowing how to use and respond to different types of speech, and knowing how to use language appropriately.<sup>63</sup> In other words, grammar is needed by language learner in

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<sup>59</sup>M. Solahudin. *loc. cit.*, p. 175

<sup>60</sup>Jack C. Richards and Willy A. Renandya, *loc. cit.*, p. 210

<sup>61</sup>Jo McDonough and Christopher Shaw, *loc. cit.*, p. 130

<sup>62</sup>Jack C. Richards and Willy A. Renandya, *op.cit.*, p. 207

<sup>63</sup>David Nunan. *Second Language Teaching and Learning*. (Boston: Heinle & Heinle Publisher, 1999), p. 226

speaking. Stevick in Celce and McIntosh's citation emphasizes it by saying, "...speaking without communicating is a tale told by an idiot."<sup>64</sup>

From the above, it is clearly stated that grammar plays a crucial role in speaking ability. Moreover, grammar mastery and speaking ability are integrated each other. In addition, there are many aspects included in grammar mastery. One of them is reported speech mastery.

## **B. Relevant Research**

There is a relevant research which has relevancy to this research. It is **"The Correlation between Grammar Mastery and Speaking Ability of the Second Year Student at MAN Kampar, Air Tiris"** by Kaslim Nasruddin. This research found that there was a significant correlation between grammar mastery and speaking ability of the second year students at MAN Kampar, Air Tiris. His research used tests and questionnaire for collecting the data. In his research finding, he found that there is a significant correlation between grammar mastery and speaking ability.<sup>65</sup> This relevant research gives huge contribution to the writer's study. The writer got much information about on how conducting a research. It also gives the writer knowledge about the way to test speaking ability, and then to correlate the variables.

But, the writer's research is different from Kaslim's research. The writer's is more specific in grammar. It is about reported speech mastery which

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<sup>64</sup>Marianne Celce-Murcia, and Lois McIntosh. *Teaching English as a Second or Foreign Language*. (Massachusetts: Newbury House Publishers, Inc., 1979), p. 90

<sup>65</sup>Kaslim Nasruddin. "The Correlation between Grammar Mastery and Speaking Ability of the Second Year Student at MAN Kampar, Air Tiris". (Pekanbaru: UIN SUSKA Riau, 2004), p.51

becomes one of parts in grammar mastery itself. That is about the correlation between grammar mastery and speaking ability.

### C. Operational Concept

In order to avoid misunderstanding about this study, it is necessary to explain about the variables used in this study. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept.<sup>66</sup> There are two variables; X variable and Y variable. Independent variable of X variable of this study is the students' reported speech mastery and the dependent variable or Y variable of this study is the students' speaking ability.

The theoretical concepts explained above are still general and abstract. They need to be described operationally by particular words or indicators, so that they can be measured empirically. Therefore, the operational concept of the independent or X variable of which is students' reported speech mastery can be seen as follows:

1. The students are able to change pronouns from quoted speech into reported speech correctly.
2. The students are able to change adverbs from quoted speech into reported speech correctly.
3. The students are able to change tenses from quoted speech into reported speech correctly.

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<sup>66</sup>M. Syafi'i. *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI, 2007), p. 122

4. The students are able to change quoted speech into reported speech in interrogative sentence correctly.
5. The students are able to change quoted speech into reported speech in imperative sentence.

Then, the indicators of students' speaking ability as the dependent or Y variable can be seen as follows:

1. The students are able to produce speech without filler and pause while retelling story. (fluency)
2. The students are able to use correct grammar in speaking. (grammar)
3. The students are able to use proper words or vocabularies to retell story. (vocabulary)
4. The students are able to express the comprehensible ideas for retelling story. (comprehension)
5. The students are able to produce acceptable pronunciation in speaking. (accent/ pronunciation)

#### **D. The Assumption**

This research is based on the following assumptions:

- a. The students' reported speech mastery is varied.
- b. The students' speaking ability is varied.



**E. The Hypothesis**

- $H_0$ : There is no significant correlation between the second year students' reported speech mastery and speaking ability.
- $H_a$ : There is a significant correlation between the second year students' reported speech mastery and speaking ability.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Research Design**

This research is correlational research. Referring to John W Cresswell, correlation is defined as a statistical test to determine the tendency or pattern for two even more variables or two sets of data to vary consistently. It provides an opportunity to predict scores and explain the relationship among variables.<sup>67</sup>

Furthermore, the writer wants to investigate and find out the correlation between students' reported speech mastery and speaking ability.

#### **B. The Time and the Location of the Research**

This research was conducted on April 2011 at SMKN 1 Pekanbaru. It is located on Jalan Semeru no. 14 Pekanbaru.

#### **C. The Subject and the Object of the Research**

The subject of this research is the second year students of SMKN 1 Pekanbaru and the object of this research is reported speech mastery and speaking ability.

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<sup>67</sup>John W. Creswell. (*Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research: Third Edition*. (New Jersey: Pearson Education, Inc., 2008), p. 356

#### **D. The Population and the Sample**

The population of this research was the second year students of SMKN 1 Pekanbaru. It was at the class 2 UJP 1 and 2 AK 2. The following is the number.

**Table III.1**  
**The Population of the Research**

<b>No</b>	<b>Class</b>	<b>Total students</b>
1	2 UJP 1	42 students
2	2 AK 1	43 students
<b>Total sampling</b>		<b>85 students</b>

Due to several reasons, out of the 85 students, only 76 students could participate in this research. For this condition, the writer took the total number in population as sample. The technique used in taking the sample was by total sampling.

#### **E. The Technique of Collecting Data**

In collecting the data, the writer used the technique as follows:

##### **1. Written test**

The written test was carried out to students of the second year of SMKN 1 Pekanbaru. The students were asked to answer the questions related to reported speech. The items of the test were constructed based on the indicators of reported speech. The test was in the form of multiple-

choice test as suggested by Madsen in testing grammar.<sup>68</sup> In the multiple choice test, the writer provided the students with incomplete sentences followed by four multiple-choice options for completing the sentence. (See appendix 2)

Next, in measuring the score, the writer used the scale from Suharsimi. It can be seen from the below table.

**Table III.2**  
**The Scale of the Students' Reported Speech Mastery**

No	Score	Category
1	80 – 100	Very Good
2	66 - 79	Good
3	56 - 65	Enough
4	40 - 55	Less
5	30 – 39	Fail

(Adopted from Suharsimi)<sup>69</sup>

## 2. Oral Test

The writer used picture-cued story-telling to test the students' oral production. The writer added direct speech in those pictures (See appendix 4). It was used to find out the students' speaking ability in reporting and retelling someone's speaking. Brown says in his book that picture cued story-telling is the most common technique in eliciting oral production.<sup>70</sup>

The students' oral productions were recorded, analyzed, and scored. The

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<sup>68</sup>Harold S Madsen. *Techniques in Testing: Teaching Techniques in English as a Second Language*. (New York: Oxford University Press, 1983), p. 38

<sup>69</sup>Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan: Edidi Revisi*. (Jakarta: Bumi Aksara, 2009), p. 245

<sup>70</sup>H. Douglas Brown. *loc. cit.*, p. 180

scoring process was done by the two raters who act out of the writer. For clear, the raters used the following indicators of speaking ability.

**Table III.3**  
**The Indicators of Pronunciation**

<b>Value</b>	<b>The Indicators</b>
1	Pronunciation frequently unintelligible.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3	“Foreign accent” require concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	Marked “foreign accent” and occasional mispronunciation that do not interfere with understanding.
5	No conspicuous mispronunciation, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of “foreign accent”.

**Table III.4**  
**The Indicators of Grammar**

<b>Value</b>	<b>The Indicators</b>
1	Grammar almost entirely inaccurate except in stock phrases.
2	Contrast errors showing control of very few major patterns and frequently preventing communication.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than two errors during the interview.

**Table III.5**  
**The Indicators of Vocabulary**

<b>Value</b>	<b>The Indicators</b>
1	Vocabulary inadequate for even the simplest conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary permits discussion of any nontechnical subject with some circumlocutions.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

**Table III.6**  
**The Indicators of Fluency**

<b>Value</b>	<b>The Indicators</b>
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	
3	Speech is very slow and uneven except for short or routine sentences.
4	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
5	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
6	Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
	Speech on all professional and general topics as effortless and smooth as a native speaker's.

**Table III.7**  
**The Indicators of Comprehension**

No	The Indicators
1	Understands too little for the simplest type of conversation.
2	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
4	Understands quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing.
5	Understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

(Those five tables above are taken from Adams and Frith in Hughes)<sup>71</sup>

Thus, to measure students' speaking ability, the writer related the explanation above with the following accumulation.

**Table III.8**  
**Weighting Table**

Proficiency Description	1	2	3	4	5	6	
Accent	0	1	2	2	3	4	_____
Grammar	6	12	18	24	30	36	_____
Vocabulary	4	8	12	16	20	24	_____
Fluency	2	4	6	8	10	12	_____
Comprehension	4	8	12	15	19	23	_____ <sup>72</sup>

Through the accumulating of all patterns above, the writer took the total score of the five weighted scores. Then, the writer would scale the score as follows.

<sup>71</sup>Arthur Hughes. *loc. cit.*, p. 131-132

<sup>72</sup>*Ibid.*, p. 132

**Table III.9**  
**The Scale of Students' Speaking Ability**

No	Score	Category
1	80 – 100	Very Good
2	66 - 79	Good
3	56 - 65	Enough
4	40 - 55	Less
5	30 – 39	Fail <sup>73</sup>

#### **F. The Technique of Data Analysis**

There were two variables correlated; the independent variable (X) and dependent variable (Y) which are both interval scales. Therefore, the suitable formula for analyzing the data is product moment correlation<sup>74</sup>. To analyze it, the writer used product moment correlation through SPSS 17.000.

Then, to determine the level of correlation between the 2 variables, the following category were used:

**Table III.10**  
**The Interpretation of Correlation Coefficient**

No	Coefficient Interval	Level of Correlation
1	0.00 – 0.200	Very Low
2	0.200 – 0.400	Low
3	0.400 – 0.700	Medium
4	0.700 – 0.900	Strong
5	0.900 – 1.000	Very Strong

(Adopted from Hartono)<sup>75</sup>

<sup>73</sup>Suharsimi Arikunto, *loc. cit.*, p. 245

<sup>74</sup>Hartono. *Statistik untuk Penelitian*. (Yogyakarta: LSFK2P, 2006), p. 80

<sup>75</sup>*Ibid.*, p. 78



### G. The Reliability and the Validity of the Test

The following table is the categories of reliability test used in determining the level of reliability of the tests.

**Table III.11**  
**The Level of Reliability**

No	Reliability	Level of Reliability
1	0.0 – 0.20	Low
2	0.21 – 0.40	Sufficient
3	0.41 – 0.70	High
4	0.71 – 1.0	Very high

(Taken From Tinambunan in Meltiawati)<sup>76</sup>

For X variable (reported speech), the writer tried out the reported speech test to 38 students (See the result of try out on appendix 5 and 6). After getting the result, the writer employed *Split Half Reliability* formula to discover the reliability of the test. According to the *Split Half* method in Henning, a test instrument is administered once to the examinees. Then, it is divided into two groups of item. They are odd-numbered group item and even-numbered group item. The total of true answers from odd and even numbered items of each examinee are computed, the scores of each half are correlated with the other half, and the coefficient derived is adjusted by means of the Spearman-Brown Prophecy Formula to allow for the fact that the total score on the test is based on an instrument that is twice as long as each of its halves.<sup>77</sup> The following is the formula.

<sup>76</sup>Meltiawati Jar. "The Correlation between Students' Interest in the Topic of Composition and Their Writing Ability of the SSecond Year of Natural Science Students of MAN 2 Model Pekanbaru". (Pekanbaru:UIN SUSKA Pers, 2009), p. 29

<sup>77</sup>Grant Henning. *A Guide to Language Testing: Development, Evaluation, Research*. (Massachusetts: Newbury House Publishers, Cambridge, 1987), p.83

$$r_{tt} = \frac{2r_{A,B}}{1+r_{A,B}}$$

Where:

$r_{tt}$  = Reliability estimated by the split half method

$r_{A,B}$  = the correlation of the scores from one half of the test with those from the other half

After entering the data into the above formula, the writer obtained the reliability of reported speech 0.40 with sufficient level, and the correlation between the odd and even-numbered items was 0.252. (See appendix 7)

Next, for Y variable (Speaking ability), the writer adopted inter rater reliability formula. As explained by Henning that if the rating of students' result of the test is rated by two or more judges or raters, the correlation between raters should be intercorrelated. Then, the intercorrelation of the raters is used in finding the reliability of the test.<sup>78</sup>

Next, the *Spearman-Brown-Prophecy Formula* was used to describe the relationship between reliability and test length. The following is the formula.

$$r_{tt} = \frac{nr_{A,B}}{1+(n-1)r_{A,B}}$$

Where:

$r_{tt}$  = inter-rater reliability

$n$  = the number of raters whose combined estimates from the final mark for the examinees

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<sup>78</sup> *Ibid.*, pp. 82-83

$r_{A,B}$  = the correlation between the raters, or the average correlation among all raters if there are more than two

Based on the formula above, the writer obtained the reliability of speaking test 0.54 with high level of reliability, and the correlation between rater 1 and 2 was 0.369. (See appendix 8)

Furthermore, to find out the validity of reported speech and speaking ability test, the writer used content validity. On how, the questions or items were based on the categories studied at the second year students of SMKN 1 Pekanbaru. (See the syllabus in SMKN 1 Pekanbaru on appendix 9)

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. Data Presentation**

##### **1. Data Presentation of the Students' Reported Speech Mastery**

To get the description of students' reported speech mastery, the writer used written test. The items employed were based on the indicators of reported speech itself. As what being explained in chapter 3, the reported speech mastery has 5 indicators. For each indicator, the writer provided 6 questions or items. So, the total items provided for reported speech mastery were 30 items. The items numbered 1 till 13 offered 4 choices, while item 14 till 30 offered 2 choices. Then, the data were collected through the following procedures.

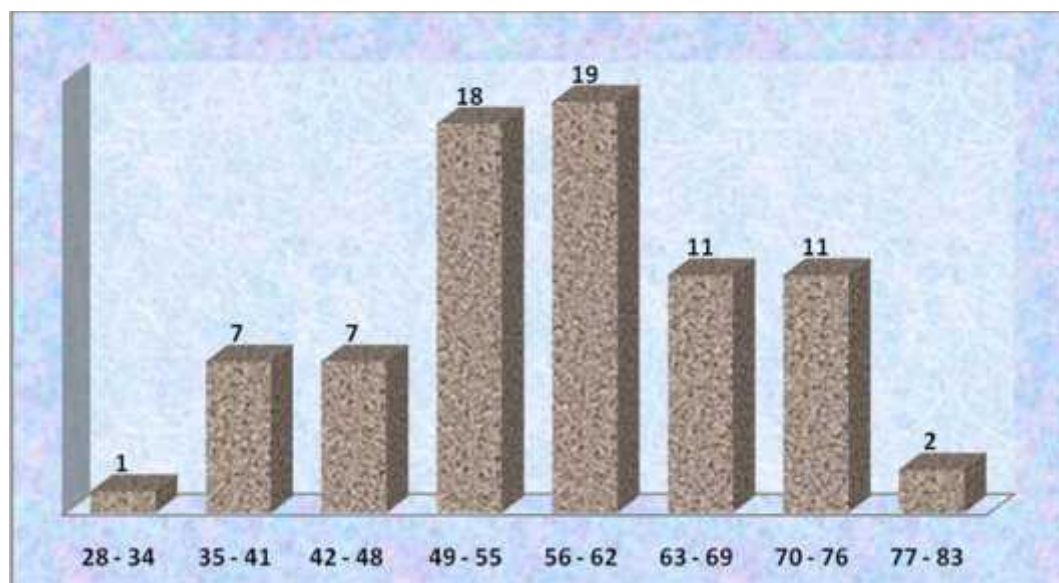
- a. The writer gave the test for 76 students; 38 students from 2 UJP 1 and 38 students from 2 AK 1.
- b. The writer evaluated the result of 76 students' answers. (See appendix 10). By using excel program, the writer computed the number of correct answers of each examinee by using the same formula in scoring the try out. (See Appendix 11)
- c. After getting the score, the writer categorized the score into the scale of students' reported speech mastery as explained in chapter 3. (To see the output, see appendix 12)

d. The writer distributed the frequency and percentage of students' reported speech mastery score. (See appendix 13 and 14)

Actually, the writer wanted to present all scores from each of students. But, since the list was too long, then the writer made the interval score distribution of the students' score (To see the complete score per student, see appendix 11). To find the interval, the writer computed the range of scores by the formula " $R = H - L + 1$ " where R is range, H is the highest score, L is the lowest score, and 1 is the constant number. Then, the range is divided by class interval.<sup>79</sup> The interval used by the writer is 7. (See appendix 15)

The following table is the data of the Interval score distribution of reported speech mastery.

**Chart IV.1**  
**The Interval Score Distribution of**  
**the Students' Reported Speech Mastery**

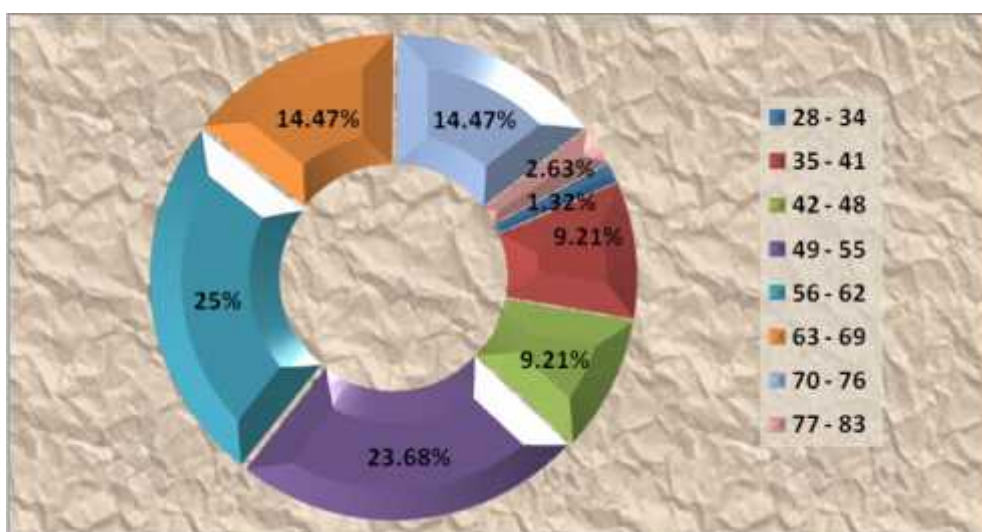


<sup>79</sup>Hartono. *loc.cit.*, p. 14

It can be seen, at the interval score 28 till 34, there is 1 student. At the interval score 35 till 41, there are 7 students. At the interval score 42 till 48, there are 7 students. At the interval score 49 till 55, there are 18 students. At the interval score 56 till 62, there are 19 students. At the interval score 63 till 69, there are 11 students. At the interval score 70 till 76, there are 11 students, and at the interval score 77 till 83, there are 2 students.

The percentage of the students' interval score distribution is as follows.

**Chart IV.2**  
**The Percentage of**  
**the Interval Score Distribution of the Students' Reported Speech Mastery**



It can be seen, at the interval score 28 till 34, the percentage is 1.32. At the interval score 35 till 41, the percentage is 2.63. At the interval score 42 till 48, the percentage is 9.21. At the interval score 49 till 55, the percentage is 9.21. At the interval score 56 till 62, the percentage is 23.68. At the interval score 63 till 69, the percentage is 25. At the interval score 70 till 76, the percentage is 14.47. At the interval score 77 till 83, the percentage is 14.47.

the interval score 63 till 69, the percentage is 14.47. At the interval score 70 till 76, the percentage is 14.47, and at the interval score 77 till 83, the percentage is 2.63.

Besides the score distribution above, the writer also describes the category percentage of reported speech score as follows:

**Table IV. 1**  
**The Frequency of the Students' Score Category of**  
**Reported Speech Mastery**

No	Category	Frequency
1	Very Good	2
2	Good	16
3	Enough	25
4	Less	30
5	Fail	3
<b>Total</b>		<b>76</b>

From the above table, the students' frequency at each category can be seen. It can be read that 2 students are at very good category, 16 students are at good category, 25 students are at enough category, 30 students are at less category, and 3 students are at fail category.

To know the percentage of the category above, see the following table.

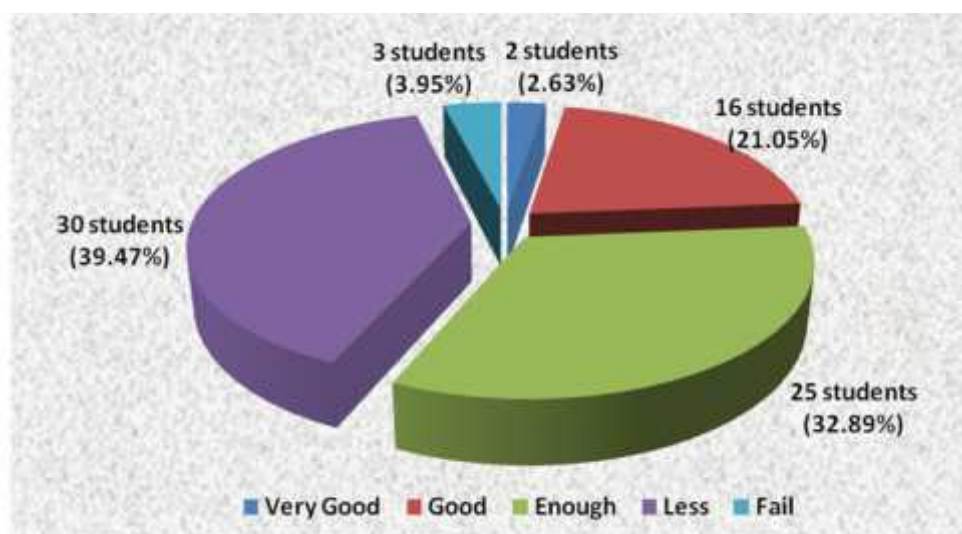
**Table IV. 2**  
**The Percentage of the Students' Score Category of**  
**Reported Speech Mastery**

No	Category	Percentage (%)
1	Very Good	2.63
2	Good	21.05
3	Enough	32.89
4	Less	39.47
5	Fail	3.95
<b>Total</b>		<b>100</b>

It can be seen so clearly that the percentage of very good category is 2.63, good category is 21.05, enough category is 32.89, less category is 39.47, and fail category is 3.95.

The following is the picture of the frequency and the percentage of students' category of reported speech test.

**Chart IV. 3**  
**The Frequency and the Percentage of the Students' Score Category of**  
**Reported Speech Mastery**





It can be concluded that less category has the biggest number for reported speech.

## 2. The Test of Normality of Reported Speech Mastery Data

In reported speech mastery data, the writer used Shapiro Wilk formula through SPSS 17.00 for testing the normality, the criteria were used if the variable  $p > 0.05$  so it can be said data of variables distributed normally as explained by Yunardi in his journal.<sup>80</sup>

**Table IV. 3**  
**The Descriptive Statistic for the Normality Test of the Reported Speech Data**

No	Description	value
1	Statistic	0.982
2	Degree of Freedom (DF)	76
3	Significant	0.353

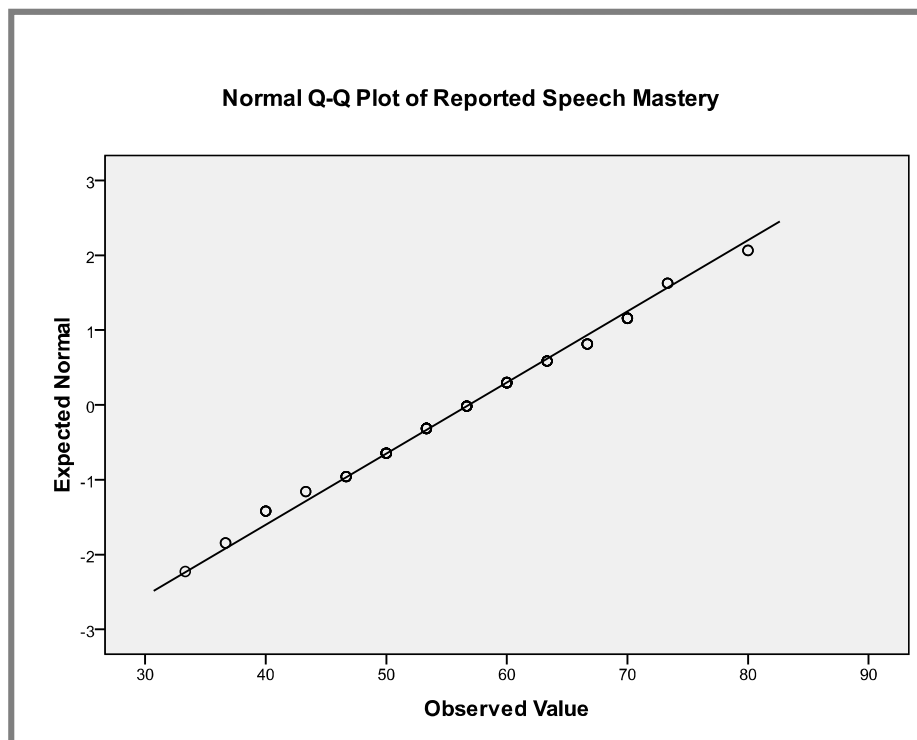
Based on the above table, it shows that the significance of reported speech mastery data is higher than 0.05. It is on  $0.353 > 0.05$ . It can be concluded that data of the reported speech mastery is normal.

The following is the portrait of the normality of the reported speech mastery data.

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<sup>80</sup>Yunardi., et. al. *Pengaruh Penyuntikan Dosis Minimal Depot Darah Tikus Jantan Galur Sprague-Dauley*, MAKARA, SAINS, Vol. 13, No. 2, November 200. Thursday, June 16, 2011, 10:30:25 am. ([http://journal.ul.ac.id/upload/artikel/14\\_Yunardi\\_SS%20Nov09\\_SIJURI.pdf](http://journal.ul.ac.id/upload/artikel/14_Yunardi_SS%20Nov09_SIJURI.pdf)), 2009), p. 192

**Chart IV. 4**  
**The Q-Q Plot for the Normality of the Reported Speech Mastery Data**



The above Q-Q plot shows the data points spread around the diagonal line and spreading follow the diagonal line. It means that the reported speech data is full out the normality assumption.

### **3. Data Presentation of the Students' Speaking Ability**

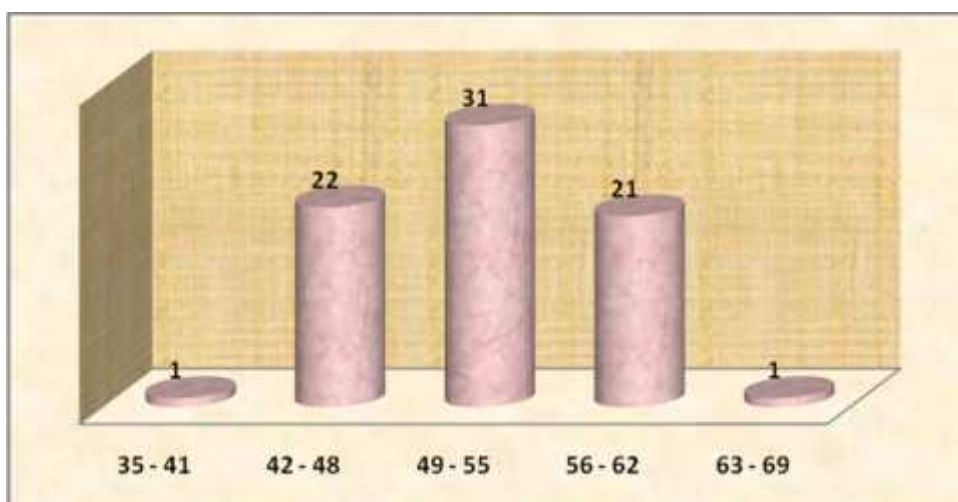
To get the description of students' speaking ability, the writer used oral test. As explained in chapter 3, the writer used picture-cued story telling provided with direct speech in each sequence of the five pictures. Then, the data were collected though the following procedures.

- a. The writer gave the 76 students one copy of speaking test.

- b. The writer asked each student to retell the story based on the sequence, and it was recorded. (See appendix 16)
- c. The writer used two raters to score the recording of students' speaking data. (To see the score of each rater, see appendix 17)
- d. To get the final score from the two raters, the writer adjusted the score from rater 1 and rater 2. Then, the result was divided by two. (see appendix 18)
- e. The final scores of speaking were scaled by the scale provided on chapter 3 into five categories. (See appendix 19 and 20)
- f. The writer distributed the frequency and percentage of students' speaking ability score by using SPSS 17.00. (See appendix 21)

Since the speaking ability scores from each of students cannot be presented here, the writer provides the interval score distribution for that. The way the writer got the interval is same as the way the writer used for reported speech. (To see the process, see appendix 22)

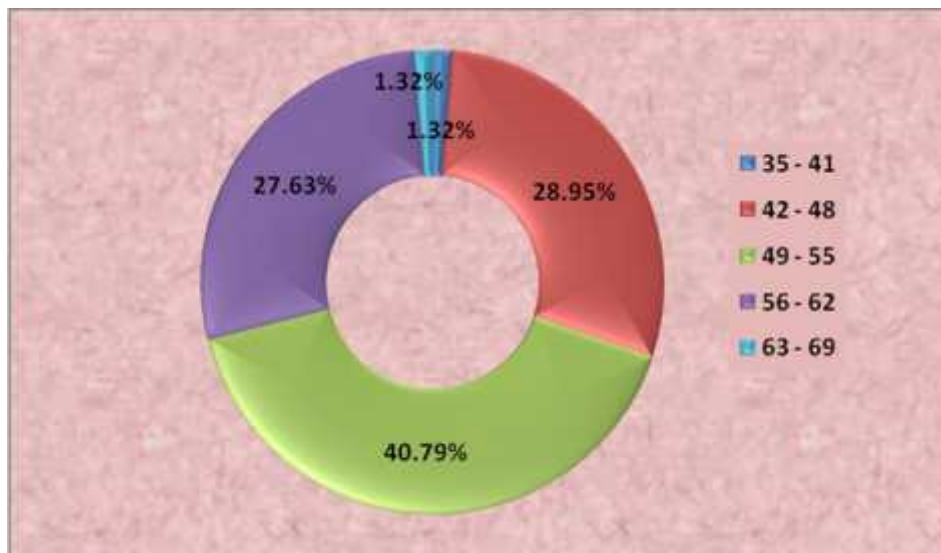
**Chart IV.5**  
**The Interval Score Distribution of the Students' Speaking Ability**



It can be seen that at the interval score 35 till 41, there is 1 student. At the interval score 42 till 48, there are 22 students. At the interval score 49 till 55, there are 31 students. At the interval score 56 till 62, there are 21 students, and at the interval score 63 till 69, there is 1 student.

The percentage of the score distribution of speaking ability is as follows.

**Chart IV.6**  
**The Percentage of**  
**the Interval Score Distribution of the Students' Speaking Ability**



It can be seen, at the interval score 35 till 41, the percentage is 1.32. At the interval score 42 till 48, the percentage is 28.95. At the interval score 49 till 55, the percentage is 40.79. At the interval score 56 till 62, the percentage is 27.63, and at the interval score 63 till 69, the percentage is 1.32.

Besides the score distribution above, the writer also describes the frequency and the percentage of students' score category of speaking as follows.

**Table IV. 4**  
**The Frequency of the Students' Score Category of**  
**Speaking Ability**

No	Category	Frequency
1	Very Good	0
2	Good	0
3	Enough	22
4	Less	54
5	Fail	0
<b>Total</b>		<b>76</b>

From the above table, the students' frequency at each category can be seen. It can be read that there are no students at very good, good, and fail category. But, there are 22 students at enough category, and 54 students are at less category.

To know the percentage of the category above, see the following table.

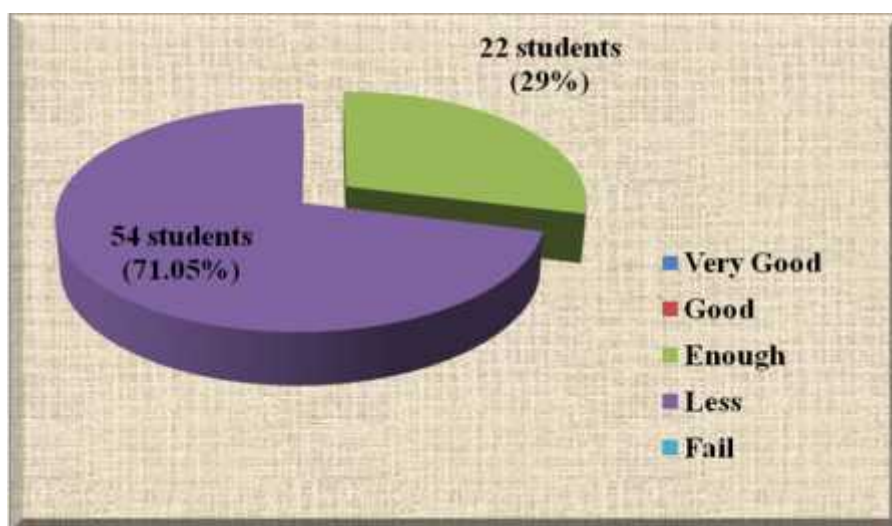
**Table IV. 5**  
**The Percentage of the Students' Score Category of**  
**Speaking Ability**

No	Category	Percentage (%)
1	Very Good	0.00
2	Good	0.00
3	Enough	28.95
4	Less	71.05
5	Fail	0.00
<b>Total</b>		<b>100</b>

It can be seen that the percentage of very good, good, and fail category is 0.00. At enough category, the percentage is 28.95, less category is 71.05.

The following is the picture of the frequency and the percentage of students' category of reported speech test.

**Chart IV. 7**  
**The Frequency and the Percentage of**  
**the Students' Score Category of Speaking Ability**



It can be concluded that only at two categories the students could be placed. They were at enough and less category. The biggest frequency and the biggest percentage are at the less category with 54 students (71.05%).

#### **4. The Test of Normality of Speaking Ability Data**

In speaking ability data, the writer used Shapiro Wilk formula through SPSS 17.00 for testing the normality, the criteria were used if the

variable  $p > 0.05$  so it can be said data of variables distributed normally as explained by Yunardi in his journal.<sup>81</sup>

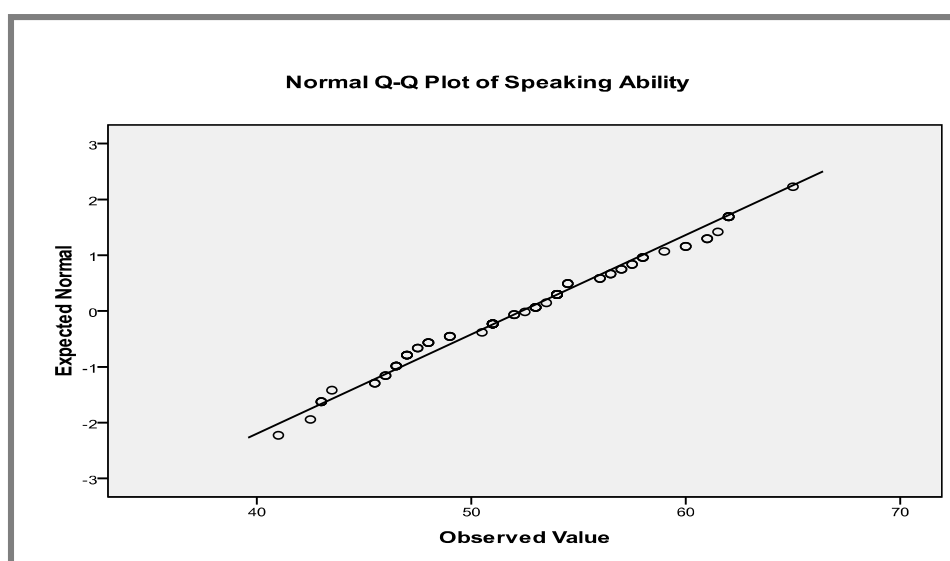
**Table IV. 6**  
**The Descriptive Statistic for the Normality Test of**  
**the Speaking Ability Data**

No	Description	value
1	Statistic	0.978
2	Degree of Freedom (DF)	76
3	Significant	0.221

Based on the above table, it shows that the significance of speaking ability data is higher than 0.05. It is  $0.221 > 0.05$ . It can be concluded that data of the speaking ability is normal.

The following is the portrait of the normality of the speaking ability data.

**Chart IV. 8**  
**The Q-Q Plot for the Normality of the Speaking Ability Data**



<sup>81</sup>Yunardi., et. al. *loc.cit.*, p. 192

The above Q-Q plot shows the data points spread around the diagonal line and spreading follow the diagonal line. It means that the speaking ability data is full out the normality assumption.

## B. Data Analysis

### 1. Data Analysis of Reported Speech Mastery

From the score of the students' reported speech above, the writer summarized the frequency distribution of the student's reported speech mastery score by using SPSS 17.00 (see appendix 14). It can be seen from the following table.

**Table IV.7**  
**The Frequency Distribution of**  
**the Students' Reported Speech Mastery-Test Score**

No	Score	Frequency	Percentage (%)
1	80.00	2	2.6
2	73.33	3	3.9
3	70.00	8	10.5
4	66.67	5	6.6
5	63.33	6	7.9
6	60.00	10	13.2
7	56.67	9	11.8
8	53.33	9	11.8
9	50.00	9	11.8
10	46.67	5	6.6
11	43.33	2	2.6
12	40.00	5	6.6
13	36.67	2	2.6
14	33.33	1	1.3
<b>Total</b>		<b>76</b>	<b>100</b>



Based on the above table, it can be seen that there are 2 students who get score 80.00 (2.6 %), 3 students get score 73.33 (3.9 %), 8 students get score 70.00 (10.5%), 5 students get score 66.67 (6.6%), 6 students get score 63.33 (7.9%), 10 students get score 60.00 (13.2%), 9 students get 56.67 (11.8%), 9 students get score 53.33 (11.8%), 9 students get score 50.00 (11.8%), 5 students get score 46.67 (6.6%), 2 students get score 43.33 (2.6%), 5 students get score 40.00 (6.6%), 2 students get score 36.67 (2.6%), and 1 student gets score 33.33 (1.3%). The total frequency is 76.

To obtain the further analysis description about the reported speech mastery, the following histogram will show it.

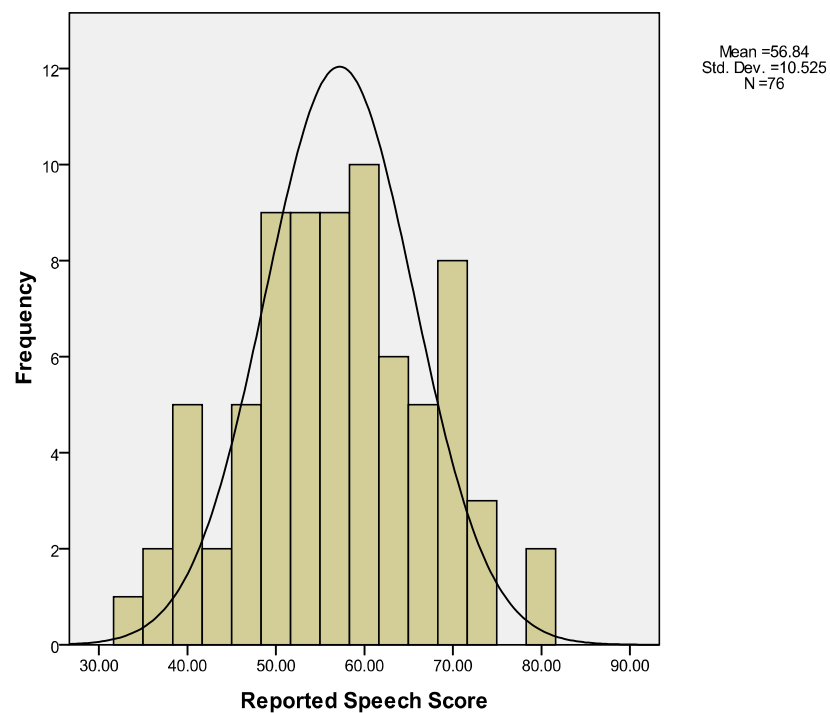
**Table IV. 8**  
**The Descriptive Statistics for Reported Speech Mastery**

No	Description	Value
1	Mean	56.842
2	Median	56.670
3	Variance	110.779
4	Std. Deviation	10.525
5	Minimum	33.33
6	Maximum	80.00

The above table explains that the mean of the students' reported speech mastery is 56.842. Therefore, based on the category of reported speech, the reported speech mastery of the second year students is categorized into enough level. The median is 56.670, variance 110.779,

standard deviation 10.525, minimum score 33.33, and maximum score 80.00. (See appendix 23 for the output)

**Chart IV. 9**  
**The Histogram of the Reported Speech Mastery Frequency Distribution**



It can be concluded that the highest frequency is at score 60.00 with 10 students at the total of frequency.

## 2. Data Analysis of Speaking Ability

From the score of the students' speaking ability presented above, the writer summarized the frequency distribution for speaking by using SPSS 17.00. It can be seen from the following table. (To see the output, see appendix 21)

**Table IV. 9**  
**The Frequency Distribution of the Students' Speaking Ability -Test Score**

No	Score	Frequency	Percentage (%)
1	65.00	1	1.3
2	62.00	4	5.3
3	61.50	1	1.3
4	61.00	2	2.6
5	60.00	2	2.6
6	59.00	1	1.3
7	58.00	3	3.9
8	57.50	2	2.6
9	57.00	2	2.6
10	56.50	2	2.6
11	56.00	2	2.6
12	54.50	3	3.9
13	54.00	8	10.5
14	53.50	1	1.3
15	53.00	4	5.3
16	52.50	1	1.3
17	52.00	2	2.6
18	51.00	8	10.5
19	50.50	1	1.3
20	49.00	3	3.9
21	48.00	3	3.9
22	47.50	2	2.6
23	47.00	4	5.3
24	46.50	4	5.3
25	46.00	2	2.6
26	45.50	2	2.6
27	43.50	1	1.3
28	43.00	3	3.9
29	42.50	1	1.3
30	41.00	1	1.3
<b>Total</b>		<b>76</b>	<b>100</b>

From the above table, it can be seen that there is 1 student (1.3%) who gets 65.00. Then, 4 students (5.3%) get 62.00, 1 student (1.3%) gets 61.50, 2 students (2.6%) get 61.00, 2 students (2.6%) get 60.00, 1 student (1.3%) gets 59.00, 3 students (3.9%) get 58.00, 2 students (2.6%) get 57.50,

2 students (2.6%) get 57.00, 2 students (2.6%) get 56.50, 2 students (2.6%) get 56.00, 3 students (3.9%) get 54.50, 8 students (10.5%) get 54.00, 1 student (1.3%) gets 53.50, 4 students (5.3%) get 53.00, 1 student (1.3%) gets 52.50, 2 students (2.6%) get 52.00, 8 students (10.5%) get 51.00, 1 student (1.3%) gets 50.50, 3 students (3.9%) get 49.00, 3 students (3.9%) get 48.00, 2 students (2.6%) get 47.50, 4 students (5.3%) get 47.00, 4 students (5.3%) get 46.50, 2 students (2.6%) get 46.00, 2 students (2.6%) get 45.50, 1 student (1.3%) gets 43.50, 3 students (3.9%) get 43.00, 1 student (1.3%) gets 42.50, and 1 student (1.3%) gets 41.00.

The following is the analysis of the descriptive statistics of the students' speaking ability. (See appendix 23 for the output)

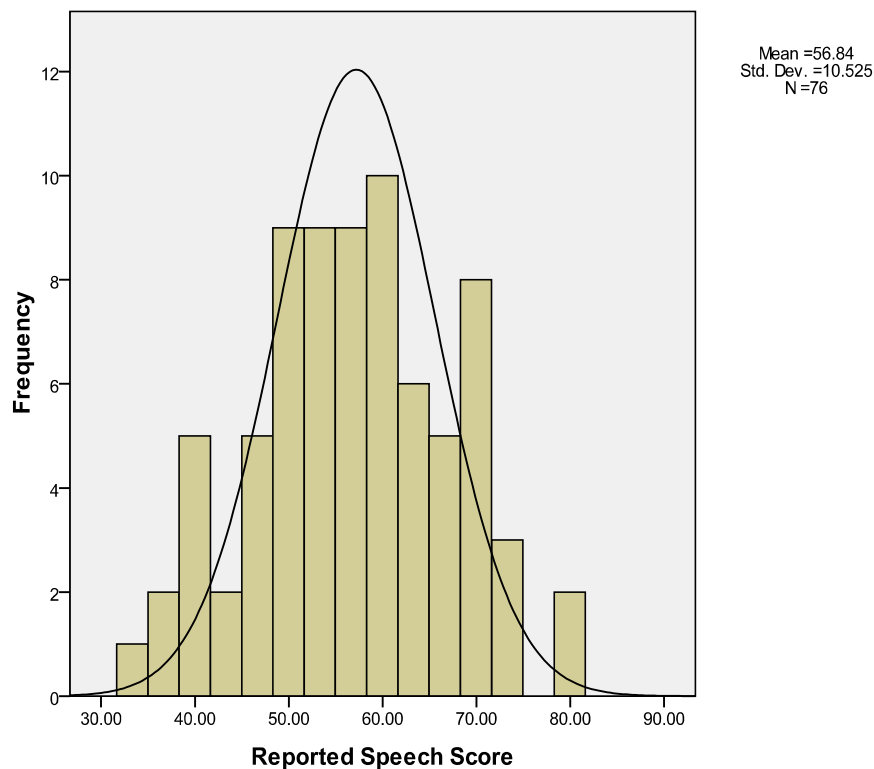
**Table IV. 10**  
**The Descriptive Statistics for Speaking Ability**

No	Description	Value
1	Mean	52.349
2	Median	52.750
3	Variance	31.560
4	Std. Deviation	5.618
5	Minimum	41.00
6	Maximum	65.00

The above table explains that the mean of the students' speaking ability is 52.349. It means that the category for the students' speaking ability is at the less category. Then, the median is 52.750, variance is 31.560,

standard deviation is 5.618, minimum score is 41.00, and maximum score is 65.00.

**Chart IV. 10**  
**The Histogram of the Speaking Ability Frequency Distribution**



From the chart above, it can be concluded that the score and the frequency of the students' speaking ability is varied, with the highest frequency at score 51.00 and 54, with the total frequency 8 in each score.

### **3. Data Analysis on Correlation between Reported Speech Mastery and Speaking Ability**

The following table presents the data of the two variables with 76 respondents of the research.

**Table IV. 11**  
**The Descriptive Statistics for**  
**Reported Speech Mastery and Speaking Ability**

No	Description	Value	
		Reported Speech Mastery	Speaking Ability
1	Mean	56.842	52.349
2	Median	56.670	52.750
3	Variance	110.779	31.560
4	Std. Deviation	10.525	5.618
5	Minimum	33.33	41.00
6	Maximum	80.00	65.00

The above table explains that the mean of the students' reported speech mastery is 56.842, median is 56.670, variance is 110.779, standard deviation is 10.525, minimum score is 33.33, and maximum score is 80.00. While for students' speaking ability, the mean is 52.349, median is 52.750, variance is 31.560, standard deviation is 5.618, minimum score is 41.00, and maximum score is 65.00.

**Table IV. 12**  
**The Correlation Table between**  
**Reported Speech Mastery and Speaking Ability**

No	Description		Reported Speech Mastery	Speaking Ability
1	Reported Speech Mastery (X)	Pearson Correlation	1	.517**
		Sig. (2-tailed)		.000
		N	76	76
2	Speaking Ability (Y)	Pearson Correlation	.517**	1
		Sig. (2-tailed)	.000	
		N	76	76

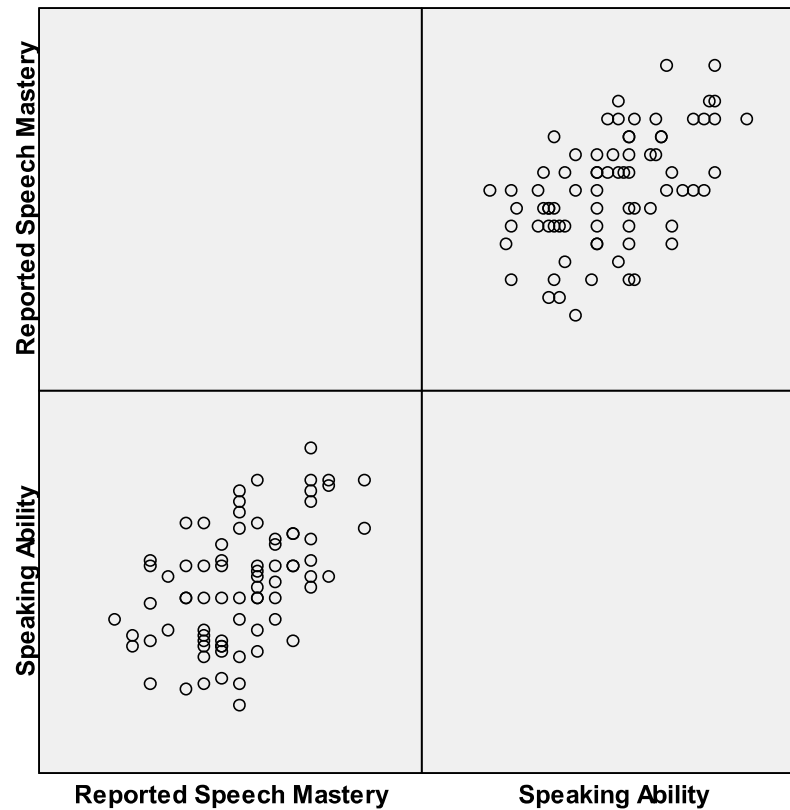
From the above table, it can be seen that  $r$  null is 0.517 in proportion 2 tailed. Then, to see whether both variables are correlated or not, the writer compared the  $r$  null with  $r$  table. But, before comparing the correlation coefficient value from  $r$  null to  $r$  table, the degree of significant (DF) should be found. The way the writer computed the DF was by reducing the total of respondents by 2 such the calculation below.

$$\begin{aligned} DF &= N - 2 \\ &= 76 - 2 \\ &= 74 \end{aligned}$$

Then, the  $r$  null obtained was compared to  $r$  table either at 5% or 1%. (See appendix 18 for the  $r$  table). At level 5%,  $r$  table is 0.226 and at level 1%,  $r$  table is 0.294. Based on  $r$  table, it can be analyzed that  $r$  null is higher than  $r$  table either at the level of 5 % or 1%. We can read ( $0.226 < 0.517 > 0.294$ ). In conclusion,  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a positive significant correlation between X and Y (reported speech mastery and speaking ability of the second year students of SMKN 1 Pekanbaru). Based on the interpretation correlation table in chapter 3, the correlation found in this study is categorized into medium level of correlation. It is at the level of 0.400 – 0.700.

Besides comparing the  $r$  null with the  $r$  table, we can also find out the positive or the negative correlation between the variables by the analyzing the chart below.

**Chart IV. 11**  
**The Scatter Plot Correlation**



From the chart, it can be seen that the relationship between reported speech mastery and speaking ability is close and form a linear line. According to John W Creswell, “*the linear relationship depicts a positive linear relationship of score, where low (or high) scores on one variable relate to low (or high) scores on a second variable*”<sup>82</sup>. In brief, the higher the students’ reported speech mastery is, the higher the students’ speaking ability will be.

<sup>82</sup>John W Creswell. *loc cit.*, p. 363



Finally, to find out how significant the correlation between reported speech mastery and speaking ability of the second year students' of SMKN 1 Pekanbaru, the R determinant should be found. To obtain the R determinant, the quadrate of r null is multiplied by 100%. The following is the process.

$$\begin{aligned} R &= (0.517)^2 \times 100\% \\ &= 26.73\% \end{aligned}$$

So, the R determinant obtained is 26.73%. It means, 26.73% speaking ability of the second year students of SMKN 1 Pekanbaru was influenced by reported speech mastery. Then, the other 73.27% was influenced by the other factors.

**Chart IV. 12**  
**The Role or the Contribution of Reported Speech Mastery to Speaking Ability in Retelling Story**



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This research was conducted to find out whether there is a significant correlation between students' reported speech mastery and their speaking ability or not. Based on what have been discussed, presented and analyzed in the following chapters, the writer concludes that:

1. The second year students' reported speech mastery at SMKN 1 Pekanbaru is categorized into enough level.
2. The second year students' speaking ability at SMKN 1 Pekanbaru is categorized into less level.
3. There is a significant correlation between reported speech mastery and speaking ability in retelling story of the students of SMKN 1 Pekanbaru. Then, the role or the contribution of reported speech itself in speaking ability in retelling story is 26.73%. The other 73.27% was influenced by other factors.

#### **B. Suggestion**

Based on the writer's finding, it is better to suggest the English teachers and students. The activity of speaking would be better focus on the use of reported speech by the teachers in order that the five components of speaking ability (fluency, grammar, comprehension, vocabulary, and pronunciation)

could be achieved. Then, for the students, mastering reported speech will help them to control themselves to enhance their ability in speaking. Because, while communicating in English, the ability of speaking and the mastery of reported speech will increase as what the result of the writer's study: *"The higher the reported speech mastery, the higher the speaking ability will be"*

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**This test is made only for the needs of research. It will not influence the respondents' grade at school. Therefore, do not worry to answer the questions available above.**

**Direction:**

1. Write down your attendance's number on the top of this page.
  2. There two groups of questions below. Read and Answer each question as instructed in each group of question.
- 

**I. Questions 1-13 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C) or (D). Choose the *one* word or phrases that best completes the sentence.**

*For example:* "I am John."

He said that he ... John.

- A. is
- B. was
- C. has been
- D. be

- |  |   |
|--|---|
| 1. _____ the new information to anyone else but the sergeant.<br>A. they asked him not to give<br>B. they asked him to don't give<br>C. they asked him no give<br>D. they asked him to no give | 3. Mr. Duncan does not know_____.<br>the knife after they had finished using it.<br>A. where did they put<br>B. where they did put<br>C. where they put<br>D. where to put  |
| 2. John has not been able to find where_____.<br>A. does the live<br>B. she lives<br>C. did she lives<br>D. live the girl  | 4. Eka : "what's happening?"<br>Putri : "People are leaving the city."<br>She said that _____.<br>A. people were leaving the city<br>B. people are leaving the city<br>C. people had been leaving the city<br>D. people left the city |

5. Ari : where is the company?  
Manda : it's downtown on the west side.  
He asked \_\_\_\_\_ .  
A. where the company was  
B. where the company is  
C. where was the company  
D. where is the company
6. Reni: I heard you are going on an interview next week.  
What kind of job is it?  
Dita: It's for a job as an office assistant.  
She asked \_\_\_\_\_ .  
A. what kind job it was  
B. what kind of job was it  
C. what kind of job it is  
D. what kind of job is it
7. Jenny : oh, really? When is the interview?  
Selly : it's on Tuesday at 9.00  
He asked \_\_\_\_\_ .  
A. when was the interview  
B. when is the interview  
C. when the interview was  
D. when the interview is
8. "Is Tory coming tonight?"  
I asked Jon \_\_\_\_\_ Tory was coming that night.  
A. whether  
B. did  
C. when  
D. is
9. "I'm not sure?"  
He told me \_\_\_\_\_ sure.  
A. i wasn't  
B. he wasn't  
C. he isn't  
D. i'm not
10. "It may snow tonight."  
She said it might snow \_\_\_\_\_.  
A. tomorrow night  
B. that night  
C. at night  
D. tonight
11. "Call me tomorrow."  
Kina said \_\_\_\_\_ her the next day.  
A. to call  
B. me to call  
C. call  
D. i will
12. Jon told Maria \_\_\_\_\_ fast.  
A. to not drive  
B. don't drive  
C. they don't drive  
D. not to drive
13. "I had a great time."  
Bill told Jon \_\_\_\_\_ had had a great time.  
A. i  
B. he  
C. you  
D. jon



**II. Questions 14- 30 are the conversation between Karen and Jon. Read what people actually said. Then circle the correct word(s) to complete each reported sentence.**

*For example:* "where did you put my bag?"

He asked me where I have / had put his bag.

- |   |  |
|---|--|
| 14. "We'd like you and Bill to come to a party at our apartment this Friday."<br>I invited Maria and Bill to come to a party at our apartment <u>last / this Friday</u> . | 20. "I don't know how to get to your place."<br>He said he didn't know how to get to <u>your / our</u> place.                          |
| 15. "It'll be a house warning for our new apartment."<br>I told them it would be a house warning for <u>our / their</u> new apartment.                                    | 21. "Don't be afraid of getting lost."<br>I told Tory <u>not to be / be</u> afraid of getting lost.                                    |
| 16. "We'll be a little late."<br>Maria told me that <u>they / we</u> would be a little late.  | 22. "Take the Woodmere Avenue bus."<br>I told him <u>take / to take</u> the Woodmere Avenue bus.                                       |
| 17. "Should I bring something?"<br>He asked if he <u>should bring / should have brought</u> something.  | 23. "I'm sorry, Karen. I can't come tomorrow night."<br>Nita said that she couldn't come <u>the following night / tomorrow night</u> . |
| 18. "Thanks. Sheila, but that's OK. Don't bring anything.<br>I thanked her, but I told her <u>not to bring / didn't bring</u> anything.                                   | 24. "My cousin from Detroit is arriving today."<br>She told me her cousin from Detroit was arriving <u>today / that day</u> .          |
| 19. "Hi, Karen. I've been planning to call you and Jon for a long time."<br>Tory told me he's <u>been planning / 'd been planning</u> to call us for a long time.         | 25. "Bring your cousin along."<br>I told Nita to bring <u>her / your</u> cousin along.   |

26. "The weather bureau has issued a storm warning for tonight."

Jon told me that the weather bureau had issued a storm warning for tonight / that night.

27. "Schools will close early today."

The forecaster said that schools would close early today/ that day.

28. "Motorists must drive with extreme caution."

She said that motorists must have driven / had to drive with extreme caution.

29. "I love snow."

Jon always says that he loves/ loved snow

30. "Would you please shovel the driveway?"

The next morning I asked you / him to shovel the driveway.